IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

DATE:	12/5/2013	
DEPARTMENT/PROGRAM:	Learning Services	
PREPARED BY:	Terry C. Norris Name	Signature
AREA DEAN/DIRECTOR:	Brian McNeece Name	Signature
AREA VICE PRESIDENT:	Kathy Berry Name	Signature

IMPERIAL VALLEY COLLEGE
MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals
Educational Master Plan 2012-15
Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.

IMPERIAL VALLEY COLLEGE

SERVICE AREA PROGRAM REVIEW

I. **PROGRAM/DEPARTMENT DISCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

Vision: to contribute to student success by providing facilities where students can complete assignments, and by providing tutoring to enhance students' understanding of course concepts and the learning process.

Mission: to provide services and equipment requested by the instructors and programs that refer students to Learning Services, and to keep those services and equipment current with the requirements of the instructors and programs that refer students to Learning Services.

Functions:

-The Reading and Language Labs provide rooms and computers that instructors can reserve for their classes. The classes come in as a whole to work on a computer-based program chosen by the instructor. The instructor is responsible for monitoring and assessing student performance on that work. Students may also come in on their own to work on those assignments. Tutors are available to help students as they work on their computer-based assignments.

-The Writing Lab provides writing students with tutorial help with essays, research papers, and grammar exercises through individual appointments. It also conducts several workshops throughout the semester on various aspects of the writing process. The workshops are open to all students.

-The Reading/Writing/Language Lab as a whole provides computers for students in general to work on school assignments as needed.

-The Study Skills Center provides students with study skills workshops, conversation classes, and tutoring assistance for a variety of courses. Students are referred to the Center by instructors and various programs (EOPS, DSP&S, etc.). Students may also apply for tutoring on their own.

Funding: general fund and the programs that refer students for tutoring.

II. **SERVICE AREA OUTCOMES** (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)

Click here to enter text.

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

Click here to enter text.

Fulfillment of Mission

Attendance statistics indicate that Learning Services is fulfilling its purpose of providing students with a learning-centered environment where they can receive help in their school work or use computers to complete that work, whether they come in individually or with a class.

Total Logins for All Learning Services Labs, Fall 2013

Hour	Mon	Tue	Wed	Thu	Fri	Total	Average
8:00 AM	395	228	286	151	86	1146	229.20
9:00 AM	402	439	547	629	336	2353	470.60
10:00 AM	921	1140	1072	825	447	4405	881.00
11:00 AM	574	1225	1028	912	466	4205	841.00
12:00 PM	494	583	529	550	246	2402	480.40
1:00 PM	310	336	572	360	101	1679	335.80
2:00 PM	428	255	410	649	17	1759	351.80
3:00 PM	116	254	184	234	1	788	197.00
4:00 PM	105	178	152	120	0	555	138.75
5:00 PM	889	1037	1086	1081	44	4093	1023.25
6:00 PM	325	356	413	499	6	1593	398.19
7:00 PM	7	5	7	4	0	23	5.75
Total:	4966	6035.67	6286.00	6014.44	1699.00	25001	5000.16
Average:	413.81	502.97	523.83	501.20	242.71	2083.40	436.91

Student/Reservation Totals, Fall 2013			
Class	Totals		Average
	Students	Reserva-tions	
008	1355	49	27.65
009	550	21	26.19
010	611	25	24.44
110	520	31	16.77
018	472	23	20.52
019	446	24	18.58
ESL 005	29	1	29.00
Math 119	60	3	20.00
B.Ball	180	13	13.85
Base B.	12	1	12.00

Tennis	**27**	**1**	**27.00**
Totals:	**4262**	**192**	**22.20**

WRITING LAB WORKSHOP RECORD				
Semester	Workshops		Attendance	SLO #
Fall 2013	1	Organizing and Outlining Ideas	4	1, 2
	2	Writing Thesis Statements	7	1, 2
	3	Achieving Coherence	5	1, 2
	4	Developing Ideas	4	1, 2
	5	Everything You Need to Know about Verbs	7	1, 2
	6	Fixing Comma Splices and Fused Sentences	8	1, 2
	7	Writing the Argument	1	1, 2
	8	Using MLA and APA Styles Correctly	7	1, 2, 4
	9	Open Workshop - You Choose the Topic	3	
		Total:	46	

Writing Lab Statistics

Fall 2013

Students Tutored by Class

English Classes (With Slips)

Instructors	051	059	008	009	010	110	102	201
Abubo						2		
Baukholt			14	2	1	12		
Beckett				1				
Bemis				2				
Beope						3		
Cormier	1			1				
Davis		1				1		3
Dorantes			32	61			3	
Guijarro						7		
Heuman				2				
Kemp						3		
Krejci				1				
Lewenstein			11					
Loper								**3**
Martinez				0				
Morris					9			
Patterson				1				
Rapp						5		1
Rowley			1					
Samaniego				6				
Sandoval				11				
Tirado				9				
Williams				3				
Zielinski								12
Total:	**1**	**1**	**58**	**100**	**10**	33	**3**	19

English Classes	w/Slips	**173**
	wo/Slips	**9**
	Sub Total:	**182**

Other Classes (With Slips)

Instructors	AG 110	BIO 100	CDEV	CSI	ETHICS	GEOG	HIST	LIBS	POLS	SOC	SPEECH
Chevarria				1							
Chien		1									
Diaz										1	
Dollente								1			
Edwards					2						
Landeros									1		
Miller			3								
Mosier											1
Navarro									2		
Pauley	9										
Reyes										1	
Sell						1					
Sheppard			1								
Solomon							1				
Worshan											1
Total:	**9**	**1**	**4**	**1**	**2**	**1**	**1**	**1**	**3**	**2**	**2**

Other Classes	**27**
Total:	**209**

Appointment Stats		
	Totals	Percentage
Tutoring Slots Available	541	
Tutoring Slots Booked	325	60.07%
No-Shows	50	15.38%
Booked Slots Helped	275	84.62%
In-Person Appointments	250	90.91%
On-Line Appointments	25	9.09%
Walk-In Signups	25	
Walk-Ins Helped	21	84.00%
Total Students Helped	296	

Success of Mission

Student and staff surveys indicate that students consider the services and facilities offered by Learning Services to be helpful in achieving their educational goals.

Reading Lab Class Survey Results, Fall 2013					
Total Responses: **40**		Class Level:	018 = 26 (65%)	019 = 14 (35%)	Class Level Breakdown
Opinion		Representative Responses			
Helpful	39 (97.5%)	It helped me improve my skills. The availability of computers helped those who don't have the luxury at home. I could work at my own pace. It helped me learn on my own and fix my own problems. It helped me to review and understand concepts we covered in class. I was able to finish my homework. It was a quiet place to do work. It gave me time to do my work. When I had concerns, they were immediately addressed. It helped me understand things more clearly. I did my reading labs here; at home I would forget. It was easier to access my work from the Reading Lab. I can ask the teacher for help, and I get things started and finished. I know that I would never have come by myself. When my own computer wasn't functioning, the Reading Lab was always a place that I could rely on to finish my assignments. I learned more every time I went there.			018 = 26 (66.7%) 019 = 13 (33.3%)
Not Helpful	1 (2.5%)	It was confusing, boring, and too long to actually be able to focus. [This seems to relate to the program as well.]			018 = 0 019 = 1 (100%)

Phonics		Helpful (8/100%)	Not Helpful (0)	
Needed	8 (20%)	It allowed me to review what I already knew. It explained things in further detail. It helped me to pronounce some words better, and I even learned some new words.		018 = 7 (87.5%) 019 = 1 (12.5%)
Not Needed	32 (80%)			018 = 19 (59.4%) 019 = 13 (40.6%)

The purpose of this survey was to see how students felt about coming to the lab to do their lab assignment as a class rather than individually. The comments above address that issue.

However, many students commented on the program they used for their lab assignment. Most teachers

used Aplia, while two used My Reading Lab. The surveys were done by class level, not individual classes, so which comments relate to which program is impossible to determine. However, all program comments but one were positive. (For the negative comment, see above.)

In general, students credited the programs with helping them

- improve their skills (read and think better)
- understand the class better
- become more independent
- be better prepared for the future

Specifically, they cited

- the exercises
- the examples
- being told immediately if they answered incorrectly
- being given another chance to answer the questions
- seeing the correct answers at the end of the lesson

Overall, it seems that having classes come in as a whole to work on assignments chosen, monitored, and evaluated by the instructor is beneficial to students.

Language Lab Spanish/ESL Survey Results, Fall 2013									
Spanish									
Classes	Responses	Percentage	Programs	Responses	Percentage	Helpful?			Total Responses
						Yes	No	?	25
100	14	56	Imagina			20 (80%)	3 (12%)	2 (8%)	
110			Anda	14	56				
113			Skipper	9	36				
200			?	2	8				
220	9	36							
221									
223									
?	2	8							
Totals:	25			25		20	3	2	

ESL									
Classes	Responses	Percentage	Programs	Responses	Percentage	Helpful?			Total Responses
						Yes	No	?	77
001	1	1.29	Eng. Disc.	68	88.3	71 (92.2%)	0	6 (7.79%)	
002			Pro. Pow.	5	6.5				
004	2	2.59	Foc. Grm.	7	9.1				
005	1	1.29	NorthStar	2	2.6				
010	68	88.3	Quia	1	1.3				
011			Q Skills	0					
012			Townsend	0					
013									
014	1	1.29							
015									
025									
031									
032									
042									
052									
?	4	5.19							
Totals:	77			83		71	0	6	

Representative Responses To Spanish Survey		
What improvements did you make by using the program?		What aspects of the program helped you make those improvements?
Skipper helped me identify words that need the accent. I learned Spanish verbs and how to use them. How to form sentences in Spanish. I learned how to spell better in Spanish. I improved my Spanish speaking. I learned how to speak Spanish the right way. Also, I learned correct grammar and conjugation. Acvcents and the meanings of words None.		The program marked the wrong words that I wrote, so I learned new words and how to write them correctly. It enabled me to review my Spanish. The practice tests and homework. Lots of fill-in-the blank sentence practice activities. The computers are not good. The learning and written parts, but not the oral ones. Definitions and the examples. The program was limited and repeated itself. After a couple of times, you got bored because it was the same thing over and over again. It was review, not the program, that helped me. We couldn't proceed without the right word. Repetition of words. The program is very good, but is a bit boring and you get angry easily.

Representative Responses to ESL Survey		
What improvements did you make by using the program?		What aspects of the program helped you make those improvements?
I feel more confidence because my English is improving. I have more vocabulary. Better pronunciation and differentiation of sounds. I am better at reading and listening. I have improved my reading, writing, and speaking. I learned to identify relative clauses. I have improved my grammar. I learned to write verbs. I understand more when people are speaking, and I can write more words. I understand my other classes better. The practice reminded me of what we did in class. I improved my vocabulary and listening, so I am doing better in my classes. Better comprehension and vocabulary. I learned many phrases and how to write sentences.		The practice. The pronunciation. The exercises and comparing of words. Reading and listening. Vocabulary and listening exercises. Listening and speaking exercises. Having to analyze the questions to choose the best answer. The stories and drawings. Lessons where there were texts.

Study Skills Center Survey, Fall 2013 Total Responses: 48

Tutoring Services

Question	Very Well		Somewhat		Needs Improvement	
	Number	Percentage	Number	Percentage	Number	Percentage
How well does your tutor know the subject	44	91.67%	2	4.17%	0	0.00%
Has your tutor been supportive to your educational progress?	43	89.58%	4	8.33%	0	0.00%
How would you rate the tutor's punctuality?	46	95.83%	0	0.00%	0	0.00%
Has the time of your tutoring session been well managed by the tutor?	45	93.75%	2	4.17%	0	0.00%
Question	**Excellent**		**Moderate**		**Little**	
	Number	Percentage	Number	Percentage	Number	Percentage
Has the tutor shown enthusiasm while tutoring?	44	91.67%	1	2.08%	0	0.00%
Would you recommend this tutor to someone else? Why?	46	95.83%	0	0.00%	0	0.00%
Would you be interested in being tutored by the same tutor again? Why?	42	87.50%	0	0.00%	0	0.00%
What constructive criticism or praise do you have for your tutor? (Representative responses)	She explained Math 91 very well. She is excellent. Excellent all around. She is good at what she does. Great tutor! She is: very helpful, very knowledgeable; explains the subject well. He's a very friendly and helpful tutor. He is a great tutor! Keep up the excellent work. . . .I will be back for more tutoring. Very nice, easy to understand.					

Learning Services

Program:	EOPS:	12	26.09%	DSP&S:	2	4.35%	?:	3	6.52%
	LRNA 800	1	2.17%	Walk-in:	23	50.00%	Total Responses:		46
What services have you used?	Tutoring:	43	93.48%	Workshops:	0	0.00%	Test Proctoring:	0	0.00%
	Other:	0	0.00%						
How would you rate the service(s) you used?	Very helpful:	42	91.30%	Somewhat:	0	0.00%	Not helpful:	0	0.00%
How many hours of tutoring per week have you had?	1 = 8 (17.4%) 2 = 23 (50.00%)			3 = 7 (15.21%) 4 = 0			5 = 0 ? = 5 (10.86%)		
Has tutoring been beneficial to your studies?	Very beneficial:	39	84.78%	Somewhat:	2	4.35%	Not helpful:	0	0.00%
How would you rate the services provided by our staff?	High Quality:	43	93.48%	Regular:	1	2.17%	Need Improvement:	0	0.00%
Do you have any complaints? (Representative Responses)	No (33); No complaints whatsoever; No, everything went well.								
What classes would you like to have tutoring in next semester in the S.S.C.?	History; Math 71, 81, 91; Calculus; Stats; Admin. of Justice; Bus. 220, Eco 101 &102; All courses required for a business major; Nursing; Biology 100; Chem. 100, 200; Eng. 009, 010, 201.								

Writing Lab Class Survey Results, Fall 2013						
Total Responses:	**123**	Class Level:	008 = 65 (52.8%)	009 = 36 (29.26%)	010 = 11 (8.9%)	110 = 11 (8.9%)
Benefit		Representative Responses				
Helpful	122 (99%)	It helped me to access research sources and improve my writing skills. It helped me finsih assignments by providing a computer for me. It helped me chatch up on extra work. Computers are never easy to handle; tutors know their way in the lab. I was able to finsh class assignments on time. It helped me improve the way I read and analyze. It gave me a schedule and order to do instead of doing it at home where I was more prone to distractions. Coming to the lab helped me do what I needed to do. It was helpful for typing essays, searching research, and doing online homework when I don't have internet at home. I had time to catch up on assignments I couldn't do at home. If I had questions about my homework online, I had my teacher there to help me out. I could do my homework and receive help from tutors. It gave me quick Internet access since the computers in the library are never free. It helped me get ahead on my Aplia. It's something different than just sitting in class. It made our witing assignments more efficient. I didn't have to bring my laptop to school. My writing skills got better. It helped us do assignments we can't do in class. It helped me do my work and stay more focused. It made the quizzes easier to answer. The lab has all of the resources you need to do your work. I have been learning a lot, and I have more time on doing homework. I developed my English techniques and learned more skills.	I was able to start my homework and know what was going to come in the next test. I could practice, and improved in the class. I felt comfortable to be with my class and ask questions. If I came to the lab alone, I would've been shy and afraid to ask questions. It helped me in being able to rewrite my essays and use the internet to help me figure out synonyms and spelling errors. The Lab taught you what you didn't understand. The teacher was very helpful and patient with us. She was very open that we should always ask for help. It gave me time and experience to type faster. It also helped me to learn how to type up an essay. It is more quiet than the library. Everything is much easier and organized. If your teacher is sick, [the lab staff] are willing to sub for your teacher. Working in class saves time and enables me to do other work at home. If we didn't have to come as a class, I would have honestly never showed up.			
Not Helpful	4 (3.25%)	I was distracted by other students. I would rather work on my own at home. The computers are slow and freeze up constantly. It's too cold. The only disadvantage it had was that since we came together as a class, we had to leave together as a class.				

The percentages for "Helpful" and "Not Helpful" are off because three students had both positive and negative comments. Only one student (in Eng 010) had nothing good to say. Of the four negative comments, only two relate to the point of the survey: the benefit of coming to the lab as a class rather than individually.

There were a few favorable comments about the Aplia program and specific assignments:

<u>Aplia</u>

- interesting lesson content
- the practice that the program allowed them to do
- immediate grading of exercises
- improvement in English and writing skills
- better understanding of things that were confusing in class
- improved grades in class

<u>Other assignments</u>

- the journal exercises helped them write better essays
- typing essays on the computer helpd them develop computer skills
- typing on the computer helped them learn how to format an essay
- typing on the computer helped them develop research skills

Overall, it seems clear that most students felt that they benefitted when the whole class came to the lab to work on an assignment.

Writing Lab Student Survey Results, Fall 2013

Classes Tutored

Tutor	Classes										Total
	Writing						Other				
	008	009	010	110	201	220	CSI 206	PHIL 102	CDEV	?	
Stephanie	6	2	2	5	1		1	2		2	21
Sonia	1					1			1		3
Dan				1							1
Alma	4	1		1							6
Total:	11	3	2	7	1	1	1	2	1	2	31

Evaluation of Service

Tutor	Categories								
	Organization and Preparation			Clarity			Support and Interest		
	Very	Somewhat	Not at All	Very	Somewhat	Not at All	Very	Somewhat	Not at All
Stephanie	95.24%	4.76%	0	95.24%	4.76%	0	95.24%	4.76%	0
Sonia	100%	100%	0	100%	100%	0	100%	100%	0
Dan	100%	100%	0	100%	100%	0	100%	100%	0
Alma	100%	100%	0	100%	100%	0	100%	100%	0

Evaluation of Tutor

Tutor	Categories and Responses		
	Most Helpful Part of the Session	Recommendations for Tutor	Recommendation of Tutor
Stephanie	She gives me good advice for how [to] do my essay. The Thesis and topic sentences. She gives me examples to help me understand. She helped me correct my mistakes and write an amazing essay. She pointed out my errors and then let me correct them myself in order to learn from my mistakes. Structure. The tutor explained each each correction that was made and suggested better alternatives. Topic sentences and conclusion. Feedback and advice. She made me understand how in-text citations work. How to make my topic sentences relate to the thesis. She helped me to improve my introduction. She helped me understand how to write my thesis statement to support my topic sentences. Organizing the structure of the essay, and grammar errors.	No. I think that she explains well. No. She did great. Longer tutoring sessions. Keep doing your great job! Explain in more detail other aspects of material that is being reviewed. Take more time in reviewing students' essays. No. She was doing exactly what I asked help for.	Yes: She is very patient and explains very well. She is a nice person. She is very helpful. She was well organized. She taught me the correct way of writing. She was very helpful and knowledgeable. She is very understanding and helpful. . . .if your work needs to be just briefly inspected. She is very helpful and clear on what you need to do to fix your essay.
Sonia	How to use "a" with a person. Don't use too many semicolons. How to be clear in the conclusion. Help with grammar and sentences.	No. She was very helpful.	Yes: She provides examples and explains clearly. She explains everything very clearly.
Dan	When he told me what else to improve [besides what I asked help with].	No. He is a great tutor.	Yes. He gives you good examples and clarifies things so you understand.
Alma (in training)	She explained clearly. She helped me make my essay more conhesive. The way she explained how to do a works cited [page] correctly. Helping me with my thesis.	No. Not at all.	Yes: She was clear. She explained everything in a very good way. She explains in detail. She gave clear instructions on following the promp. Of course. Most definitely.

Learning Services Staff Survey, Results, Fall 2013							
Semester	Staff Member	Center	Position		Total Responses:		10
Fall 2013	All	R/W/L Lab	Tutors		Analysis		
						# Resp.	%
Overall evaluation of Center operations. Check one:					Effective	7	70
	1. Effective	7			Satisfactory	2	20
	2. Satisfactory	2			Needs Impr.	1	10
	3. Needs Improvement	1					

Explain your answer to the previous question: (Summaries)

The Reading and Writing Lab is doing its job to improve students skills, especially in phonics this semester.
Fewer students had to work on phonics this semester, and those who did put in a lot of effort.
The Reading and Writing Lab functions effectively because students are able to ask tutors questions about any assignment they are working on, whether reading (including phonics) or writing.
Students are really taking advantage of the programs the Lab offers. They show enthusiasm when they come to the Lab to work on assignments for their classes.
Tutors should be trained on any software that teachers use for their classes.
The procedures and rules keep things organized, orderly, and focused on learning.
We minimize distractions, provide bilinual assistance for beginning ESL students, and tutors understand and can explain all of the programs the Lab offers.
We offer good service to students, but the computers do not allow them to get as much as possible from the programs.
Students have been able to catch on to the programs for ESL (in spite of problems with the computers).
The Language Lab provides software programs, computers, internet access, printers, and tutor assistance. Only 30% of the computers are fully functional, but they are assigned according to student needs. Therefore, the Lab is functioning satisfactorily with the resources that are available.

Have you noticed an improvement in student learning among students who use the Center? Please explain. (Summaries)

Students who needed phonics work were more involved in the exercises and improved this semster over previous semsters.
In addition to the improvement in phonics, there were fewer requests for resets in My Reading Lab, indicating that students had improved their reading skills in previous classes.
Students who are interested in improving their skills have improved. Those who are not interested, haven't.
I have seen improvement in each student: Most [ESL] students now speak English instead of Spanish, and they have learned how to login to the computer and use the programs; before, they would always be asking for help.
I have seen improvement in students being able to work on their own, after being shown how to login, print, etc.
Students who come in wanting help correct their mistakes, and the more they come in, the better their writing gets.
Students who come to the Lab more often have shown better vocabulary and assignment grade improvement.
Students have shown improvement with using the ESL programs and are practicing English more.
Students who practice writing, reading, speaking, and listening through the Spanish and English software programs are helped in their classes.

What suggestions do you have for improving how the Center contributes to student learning? (Summaries)

The Writing Lab and the services it offers (tutoring and workshops) needs to be advertised more.
Reading tutors should be trained in other programs that are used in the Lab (i.e. Aplia), not just My Reading Lab.
The writing teachers and students should be made more aware of the writing services that are available.
We need new computers, and the rooms/carpets need to be cleaned more often.
Asking a student who is not working to leave. That will lessen distractions and provide more room for students who are actually serious and dedicated to their studies.
We have received complaints from both students and teachers about the few computers that are in good condition. Also, the head phones are either broken or cannot be adjusted because they are fixed with adhesive tape.
Having computers that worked whould help students complete their work, and teachers would be able to bring their students for tests in the Language Lab.
Only 30% of the computers in the Languae Lab are fully functional. All computers need to be fully functioning for students to take advantage of all of the services that the Language Lab provides.

Learning Services Staff Survey, Results, Fall 2013	
Summary	
	While the assessment of R/W/L Lab operations varies among individual staff mentbers, the majority (70%) of those who deal directly with students feel that the Lab is functioning well. While all staff acknowledge areas that need improvement, they also note recognizable progress among students who use the Lab. The primary area of concern for improvement is technology/equipment. The computers are six years old and showing their age. As noted in the survey responses, they need to be replaced in order to give students a better opportunity for success. That replacement is scheduled to occur in December/January. Headphones are another crucial issue. Since they are used daily by many students, they suffer wear and frequent breakage. We have been trying to make do with those that are still (mostly) functioning, but there are not enough good ones left to provide a quality learning experience to all students who use the Lab to do required assignments. Fortunately, new headphones have been ordered and, with the new computers, will enhance the Lab's effectiveness considerably.

Learning Services Staff Survey, Results, Fall 2013							
Semester	Staff Member	Center	Position		Total Responses:		7
Fall 2013	All	SSC	Tutors		Analysis		
						# Resp.	%
Overall evaluation of Center operations. Check one:					Effective	7	100
	1. Effective	7			Satisfactory	0	0
	2. Satisfactory	0			Needs Impr.	0	0
	3. Needs Improvement	0					

Explain your answer to the previous question: (Summaries)

Tutors here have a real interest in helping studetns learn, leading to an organized and comfortable work environment. Also, the supervisors understand the students and turors very well, so they maximize the time and appointments everyone has.
Students who have received tutoring have said that they did well on a test or received a good grade on their essay.
Students are always prepared to work and willing to learn new methods of study.
Students are learning to have discipline for their accademics and an interst in learning rather than just passing their classes.
All students can receive help with the subjects they are studying. Some of them have regular appointments, but those who don't have time for appointments can receive walk-in tutoring.
The Center helps students to the best of its ability, and with the resources available to it.
In spite of the lack of resources and staff, the Center is doing what it can to give students the help they need, even if it means that tutors are required to tutro small groups instead of individuals.

Have you noticed an improvement in student learning among students who use the Center? Please explain. (Summaries)

The students that I have tutored have not only shown improvement with every visit, but they say that their grades have improved and that coming to tutoring has helped them. They have not only learned several processes and formulas, but also show confidentce in solving problems by themselves. The can recall what they worked on the previous weeks as well.
Students not only report better grades, but are able to remember what was covered in previous tutoring sessions.
Students have shown significant improvement in their learning. One way they have demonstrated this progress is by their improved grades. Most importantly, students were committed until the end of thier sessions.
Most of the English students are now able to understand the concept of an essay format and are improving their writing skills.
Also, students have demonstrated more interest in the tutoring sessions. Most of them have come prepared with their materials and are eager to do the work.
I have had three students who received "F's" on their first month's exam, but after receiving tutoring are passing their classes.
One math student recently said that she finally understood some concepts she had been having trouble with. ALso, I have seen students in general become independent learners.
Improvement is most noticeable among students who come regularly and never miss their appointments.

What suggestions do you have for improving how the Center contributes to student learning? (Summaries)

Letting students know that they must come to their appopintments would be effective in maximizing the time tutors can work.
Making sure that students have their notes and books would help tutors know what the students needed help with.
ESL students could benefit from more conversation classes.
I would suggest more individual tutoring sessions for sutdents under the DSP&S program.
More individual tutoring sessions for students in the DSP&S program. They need more hours and individual [attention], as the students from the EOPS program receive.
We need more tutors to handle all of the students who need help.
There are a few things that would improve the Center's contribution to student learning: 1) A new login system. The current system is slow and takes time away from tutoring. 2) Posters around the room reminding students of the rules so they don't disturb students who are receiving tutoring. 3) Computers. Many students (especially CIS students) need access to computers. There is only one in the Center, and it needs to be updated.

Learning Services Staff Survey, Results, Fall 2013	
Summary	
	All of the SSC staff agree that the Center is working efficiently. This is demonstrated by the improvemetns that students who use the Center have made in their understanding of the learning process and in their class grades. The staff does, however, note that the Center could function better with more resources, such as tutors and equipment.

IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)

-As a responsive entity, Learning Services adjusts its services to meet needs identified by instructors, programs, and students. According to attendance records and student/staff surveys, we are addressing current needs effectively. For example, in the fall 2013 semester, 8,456 students (25,000 logins) took advantage of our services. Also, positive responses on the various student surveys ranged from 80% to 100%, depending on the survey. Tutors and staff in the various labs indicated that students are improving academically because of their use of the labs' services, and that the Lab was functioning efficiently. They did point out that we needed to update our technological capabilities, and that was accomplished in the R/W/L Lab through the computer refresh that occurred during the break between the fall 2013 and spring 2014 semesters. We have plans to request tablets for tutors in the SSC to make it easier for them to help students who require computer programs to do their work. In addition, one instructor suggested an adjustment to one of the surveys, which we will incorporate this semester.

-As a responsive entity, Learning Services faces the primary challenge of anticipating how many tutors will be necessary in any given semester before we know how many students will be attending classes and be required to use lab facilities. Each semester, we make an estimate based on passed semesters and current registration data, but that often has to be adjusted more than once within the first few weeks of the semester.

-As always, the primary need of the Learning Services Department is funding for equipment, such as headphones, and tutors.

V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)

-As a responsive entity, Learning Services will continue to accommodate instructor and student needs by providing adequate facilities and staff. Currently, tutoring staff in the R/W/L Lab is sufficient, and we will continue our ongoing recruitment of new tutors in order to maintain sufficient coverage. Since, due to limited tutorial staffing, the SSC was able to provide tutoring appointments for only 78 of the 132 applications they received in the fall of 2013, we are making a special request for funding to hire 3 additional tutors a week. This will enable the Center to help an additional 60 to 80 students a week.

-Other goals are listed on the attached sheet.

VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Use the attached "Process Improvement Opportunities" form to identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process. Assess progress in attainment of process improvements identified in previous Program Review.)

-Since Learning Services is a response entity that makes adjustments to facilities and staffing as dictated by needs identified each semester by programs, instructors, and students, an attempt to plan adjustments before those needs have been identified would be premature. Nevertheless, the attached form includes some achievements the department is in the process of accomplishing.

SERVICE AREA PROGRAM REVIEW
PROCESS IMPROVEMENT OPPORTUNITIES

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENT: Click here to enter text.
Opportunities for:
PROCESS #1: Develop/implement an embedded tutor program for basic skills classes, which typically have a low success rate.
Work efficiencies: Having tutors in the classroom with the teacher enhances the teacher's instructional efforts. Students receive instruction from both the teacher and the tutor.
Cost reductions: The program would be funded by Basic Skills money, so there would be no negative impact on the school's budget. Also, embedded tutor hours would be separate from regular tutoring hours, which means that there would be a reduction in budgetary expense.
Contributions to student enrollment &/or success: Student success is enhanced by having a tutor in the classroom to give students immediate help in grasping concepts covered in class. In addition, the regularly scheduled tutoring sessions in which the tutor meets with students outside of class give students another opportunity to clarify issues and so reinforces learning.
Supports Institutional Goal and Objectives: 2
PROCESS #2: Continue to expand writing workshop offerings to address needs identified by faculty and students.
Work efficiencies: Workshops are conducted by writing instructors and/or writing tutors and so are extensions of their instructional responsibilities. Typically, they use resources that have already been developed for classes, so preparation time is minimal.
Cost reductions: Conducting workshops is voluntary, so there is no cost for this enhancement to student learning.
Contributions to student enrollment &/or success: Students receive additional, more focused instruction in areas in which they feel weak. Such reinforcement of classroom instruction provides students the opportunity to enhance their understanding of the subject matter and perform better in their classes.
Supports Institutional Goal and Objectives: 2
PROCESS #3: Continue to post writing workshop materials on the school's website so that students can access them at need.
Work efficiencies: Since the instructor posts materials that have already been developed, the work is done. The materials can continue to enhance student learning indefinitely with no additional effort on the instructor's part.
Cost reductions: Student access to the website requires no faculty or tutors, and so is cost free to the school.

Contributions to student enrollment &/or success: Students may access the workshop materials any time they feel the need for a review, to prepare for tests, etc. Therefore, their learning and success is continually supported.
Supports Institutional Goal and Objectives: 2

PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Enhance tutor training to expand each tutor's capabilities in order to save money by reducing the number of tutors needed and yet still give students the help that they need.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The change in lab programs (from a lab-administered program to a teacher-administered assignment) and a decline in requests for tutoring have required a reduction in tutoring staff. The goal of saving money has been reached, but not in the way proposed. The change has been organic rather than imposed, which is better.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Save money by reducing student load and tutor hours in the labs by making tutoring a one-unit contract. Fewer tutors would be needed and would tutor only their students. There would be no walk-in tutoring. Students would probably be more motivated by working for the unit and so would probably do better in their classes.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Making tutoring a one-unit contract is not yet feasible. However, a tighter tutor/student ratio has been achieved through decreased demand for tutoring.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Expand/modify lab facilities to accommodate small-group tutoring in place of one-on-one tutoring. The labs could serve more students without increasing the tutoring cost.	☐ 1 ☒ 2 ☒ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Expansion/modification of lab facilities is not feasible in the current economic circumstances. Also, while some small-group tutoring occurs, students seem to prefer and benefit more from one-on-one attention. Therefore, the focus should be on how to accommodate more one-on-one tutoring rather than reducing it. Such expansion/modification was included in the initial plans for the new library (discussed a few years ago) that is to be built sometime in the unforeseen future. Perhaps by then the needs of both students and Learning Services will have changed in a way that makes the new accommodations suitable to those needs.	

Comments: The past goals were projections based on conditions within Learning Services and California's budget crisis. We tried to develop ways in which Learning Services could cut costs and still fulfill its mandate to give students the best possible service. Unfortunately, as time went on and conditions changed, many of those goals proved to be undoable.

FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Maintain a sufficient number of tutors in the Reading/Writing/Language Lab and Study Skills Center to accommodate the number of students who seek tutoring.		☐ 1 ☒ 2 ☒ 3 ☐ 4
Objective: Analyze data on present student usage of tutors and unmet demand for tutors. Do Gap analysis and disproportionate impact analysis for Basic Skills v. other student populations.		
Task(s): A. Check enrollment data and projections, and available funds. B. Monitor need for tutors via Starfish Student Support system.		
Timeline: Complete Task A by May 2014. Complete Task B by May 2015. Budget of $90,000 is for the equivalent of 16 tutors working 20 hours per week for 14 weeks per semester @$10 per hour.		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify: ☒ General Fund	☐ Facilities ☐ Marketing ☒ Planning & Budget ☐ Professional Development ☐ Staffing ☒ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$90,000.00

2	**FUTURE PROGRAM GOAL #2** Budget Priority #2	**INSTITUTIONAL GOAL(S)**
Identify Goal: Increase tutoring impact on student learning in the Study Skills Center.		☐ 1 ☒ 2 ☒ 3 ☐ 4
Objective: Compare number of applications for tutoring to the number that the SSC was able to accept based on tutor availability.		
Task(s): Review application records to determine the number of students turned away because of lack of tutors. Review past student/tutor ratios to determine how many additional tutors would be necessary to make it possible for the SSC to accommodate all of the applications for tutoring it receives on average. Do a cost analysis related to which subjects need to be offered and which tutors would tutor them to determine how much it would cost to hire enough tutors to tutor the additional students.		
Timeline: Fall 2014. Budget of $20,000 would provide for three additional tutors per week, which would allow the Study Skills Center to offer tutoring appointments to an additional sixty to eighty students per week.		

EXPENSE TYPE	**FUNDING TYPE**	**RESOURCE PLAN** (Check all that apply.)		**BUDGET REQUEST**
☐ One-Time ☒ Recurring	☐ Categorical Specify: ☒ General Fund	☐ Facilities ☐ Marketing ☒ Planning & Budget ☐ Professional Development ☐ Staffing	☒ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$20,000.00

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Improve tutor efficiency in the Study Skills Center.		☐ 1 ☐ 2 ☒ 3 ☐ 4
Objective: Provide tutors with tablets to be used as instructional aids in tutoring students whose work requires up-to-date technology to complete (i.e. math).		
Task(s): Review requirements for classes that require technology for completing assignments and what programs are required for that work; research which tablets and configurations would meet the need and how much they cost; review registration lists to determine how many students, on average, attend those classes; and review tutors and their qualifications to determine how many tutors will be helping students with that work.		
Timeline: Fall 2014. Budget of $4,500 would provide approximately twelve tablets, which would be sufficient for our current and projected needs.		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify: ☒ General Fund	☐ Facilities ☐ Marketing ☒ Planning & Budget ☐ Professional Development ☐ Staffing ☒ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☒ Technology	$4,500.00

TOTAL BUDGET REQUEST	$114,500.00

1. How will your enhanced budget request improve student success?

The enhanced budget request will enable Learning Services to provide students with an opportunity to receive sufficient quality instruction and guidance as they study, but whether or not that opportunity leads to improved student success depends on the attitude of the students who take advantage of it.

Comments:

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

SERVICE AREA LEARNING OUTCOMES (SAOs)

SERVICE AREA OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link SAO to appropriate ISLO(s).]

SAO 1	**SERVICE AREA OUTCOME #1**	**ISLO(S)**
	Identify Outcome: The first service outcome is to provide students an opportunity to practice reading/writing/language skills and receive tutoring in classes for which they were referred to tutoring or sought tutoring on their own.	[X] ISLO 1 [ ] ISLO 2 [ ] ISLO 3 [ ] ISLO 4 [ ] ISLO 5
	Measurable Outcome Summary: Visitation records and tutor/staff observation indicate that students are taking advantage of programs designed to improve their communication skills. A total of 8,456 students (25,000 logins) visited the Reading/Writing/Language Lab and Study Skills Center to develop communication skills through working on teacher-designated computer programs, receiving tutoring for specific classes and assignments, and attending conversation sessions, study skills workshops, and writing skills workshops.	
	[X] Met [ ] Partially Met [ ] Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met:	

SAO 2	SERVICE AREA OUTCOME #2	ISLO(S)
	Identify Outcome: The second service outcome is to provide students an opportunity to develop critical thinking skills.	☐ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Visitation records and tutor/staff observation indicate that students are taking advantage of programs designed to improve their critical thinking skills (See Outcome #1).	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

SAO 3	SERVICE AREA OUTCOME #3	ISLO(S)
	Identify Outcome: The third service outcome is to provide students an opportunity to develop a sense of personal responsibility.	☐ ISLO 1 ☐ ISLO 2 ☒ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Visitation records and tutor/staff observation indicate that students are exercising personal responsibility by taking advantage of the services offered by Learning Services instructional labs (See Outcome #1).	

	X Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	